**TESOL 377 Introduction to Methods**

**Winter 2014 (MWF 1:20-2:20pm) MCK 157**

Text: *Techniques & Principles in Language Teaching* (D. Larsen Freeman) Oxford.

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| Jan 6-10 | Effective Learning/Fav T. | “When I learn best” |
| Jan 13-17 | Effective Teaching/Worst T. | Internet/Korczak |
| Jan 20 | HOLIDAY |  |
| Jan 22 | The Role of Methods/Principles | Chap. 1 (Observe) |
| Jan 24 | Grammar Translation | Chap 2 |

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| Jan 27-29 | Direct Method | Chap 3 |
| Jan 31 |  | Chap 3 |
| Feb 3-5 | Audio-LinguaL Method | Chap 4 |
| Feb 7 |  | Chap 4 |
| Feb 10-12 | Silent Way | Chap 5 |
| Feb 14 | Desuggestopedia | Chap 6 |
| Feb 17 | HOLIDAY |  |
| Feb 19-21 | Community Language Learning | Chap 7 |
| Feb 24 | Total Physical Response | Chap 8 |
| Feb 26 | Communicative Language Learning | Chap 9 |
| Feb 28 | Content–based Instruction (CBI) | Chap 10 |
| Mar 3 | Task-based Instruction (TBI) | Chap 11 |
| Mar 5 | Politics/Participatory Approach | Chap 12 |

**Exam #1**

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| Mar 7  Mar 10 | Post-Method Era  Historical Review | Kumaravadivelu  Assigned Rdg. |
| Mar 12  Mar 14  Mar 17  Mar 19  Mar 21  Mar 24  Mar 26  Mar 28  Mar 30  Apr 2  Apr 4  Apr 7 | Process of Learning  Sociocultural Turn Affective Domain Music & Poetry Mini-Lessons  Narratives, Role Play & Drama  HOLIDAY  Mini-Lessons Games & Activities Mini-Lessons  Mini-Lessons  Richard-Amato Introduction Rdg. & RE | Assigned Rdg.  Assigned Rdg. Assigned Rdg. Assigned Rdg.  Assigned Rdg. Assigned Rdg  VIEW |
| **Apr 9** | **(7-10am) EXAM #2 (in-class)** |  |

**Grade:**

Quizzes, homework, attendance and participation. . . . . . . . . .20%

1st Exam . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 30%

2nd Exam . . . .. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 30% Mini-Lesson . . . .. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10% Materials Box . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10%

**Misc:** Prerequisite: English 201 Bro James’ office is MFB 212 (Tel. #3625)

**Materials Box:**

During this class you will receive, find, and make things that will be useful to you in the classroom. Your collection of things will not stop when this class is done, so you want something that is flexible and which is durable, something that you can use for the next 12 months at least.

The file should be something sturdy and with sections or pockets (accordion style). 3- ring binders are not acceptable (Visual aids, etc don’t go well into 3-ring binders). Yes, this might cost a few dollars, but the investment will be worth it. If you are super organized and have included everything I have given you, your grade will be a C. Earning a B or A will require additional effort on your part.

**8-10 minute mini-lesson:**

You will have the opportunity to choose an activity type and develop a short lesson to present to the class near the end of the term. (See syllabus above for dates and topics). This will be an opportunity to demonstrate to the teacher your oral communication skills in English and your teaching skills/potential. (You will be graded on both.)

**TESOL‐Major** **Student** **Learning** **Outcomes**

The student learning outcomes (SLOs) for a TESOL degree are:

• Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.

• Experience: Students demonstrate that they can apply what they have learned within a teaching situation.

• Professional Identity:

a) Students demonstrate a sense of professionalism through improving personal language

proficiency.

b) Students participate in TESOL professional communities and utilize TESOL resources. c) Students display a sense of self‐awareness and efficacy by demonstrating an

understanding of what strengths and weaknesses they bring to the TESOL profession and how they can capitalize on their strengths and improve upon their weaknesses.

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| **Course Number** | **Course Title** | **Outcomes** | | | | |
|  |  | **Knowledge** | **Experience** | **Professional Identity** | | |
|  |  | **1** | **2** | **3a** | **3b** | **3c** |
| TESOL 377 | Introduction to Methods | 3 | 3 | 3 | 2 | 1 |

***TESOL Major Outcomes Matrix***

***1 = slightly 2 = moderately 3 = significantly***

**Course** **Objectives**

The major objective of this class is to gain a basic understanding of foreign language teaching methods and techniques. Some emphasis on general principles of effective instruction will also be incorporated.

**Student** **Learning** **Outcomes:**

By the end of the course, students will:

 Have a personal philosophy about how to best teach a foreign language (essay)

 Understand the general history of foreign language pedagogy (exams)

 Have a list of extracted principles upon which to make effective decisions in the

classroom

 Demonstrate effective pedagogy (via 10‐minute in‐class mini‐lesson)

 Have a collection of effective teaching materials (which they will expand upon between

now and graduation).

**Special Needs**

Brigham Young University-Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the students with Special Need Coordinator, Leilani Auna at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875.

**Title IX** of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8875 (24 hours).

**Academic Honesty**

The first part of the BYUH Honor Code is a call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President McKay taught that “character is the highest aim of education.”

"BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct."